

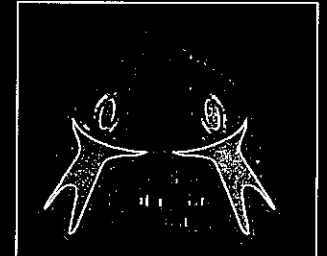
Effective Instructions and Directions

- How you say it
- Do's and don'ts
- When do you repeat an instruction?
- How many reminders should you give?
- How long should you wait?
- Start and Stop behaviors



Rules, Expectations and Limits

- What are Rules and How are They Established?
- Setting Up a Safe Place (House Rules):
 - ✓ Be Clear and Specific
 - ✓ Keep the List Short
 - ✓ Review and Post Rules



Four Areas to Consider When Establishing House Rules

- Ensure physical safety
- Ensure a level of privacy that is comfortable for everyone
- Ensure everyone is clear about what's acceptable (food)
- Use household routines to ensure that the household runs smoothly



Session Three:

Use of Effective Parenting Tools to Enhance Cooperation



Conflicts Are Often Triggered by Minor Incidents

- Many conflicts begin with small behaviors: being off task, failing to follow directions promptly, or fairness issues.
- Adults rarely initiate the conflict, but they often unintentionally respond in a way that feeds it.
- During times of conflict adults often don't use the very skills that would serve them best; just like the kids, they don't act, they react.



The Conflict Cycle

- When dealing with a conflict situation with kids placed in TFC we often rely on our personal authority.
- The very tools that are effective with most children often do not work with TFC kids because they are more likely to react than to act in times of conflict.



Getting Caught in the Conflict Cycle

- The Conflict Cycle is a model that explains why normal, reasonable parents sometimes behave in ways that are different from their personalities.
- In other words, in times of conflict, Treatment Parents often mirror kids behavior.
- It also helps to explain why parents are the only ones who can cause a conflict to end.



What Happens in a Conflict Cycle

A stressful
event occurs.

The child's
irrational beliefs
are reinforced.

This event activates
the child's irrational
beliefs.

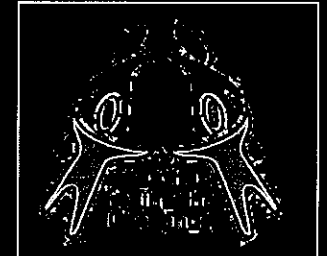
This parent
reaction re-starts
the conflict cycle.

These irrational
beliefs trigger
negative feelings.

The parent's reaction
is fed by the child's
affect and mirrors the
child's behavior
and/or emotions.

This behavior
causes the parent
reaction.

These negative
feelings drive the
behavior.



Common Irrational Beliefs of Children with Troubling Behaviors

- Good people are good at everything they do.
- Everyone must like me.
- No one likes me.
- Everything must go my way all the time.
- I have no control over my life.
- I should never forget the bad things.
- If I make mistakes it means I am stupid.
- People who do things I don't like are bad people.

Button Pushing Activity



Top 10 Adolescent Button-Pushing Tactics

- You never let me do anything!
- You don't love me.
- I hate you! Or You're a liar/jerk/mean parent.
- You're not my real mother/father. I don't have to listen to you.
- A disgusted look, improper gesture, whiny voice
- Finding parents' most vulnerable area and preying on it
- I'm going to kill/hurt you/myself/others.
- I am going to lie!
- I hate school!
- I'm leaving this house.



Common Parental Button-Pushing Tactics

- Preaching or using clichés
- Talking in chapters
- Labeling (you're always...)
- Futurizing (you'll never...)
- Questioning a teenager's restlessness and discontent
- Not tolerating any experimental behavior (changes in clothing, hairstyle)
- Collecting criticisms (rehashing past problems, giving insults)



Getting out of Power Struggles

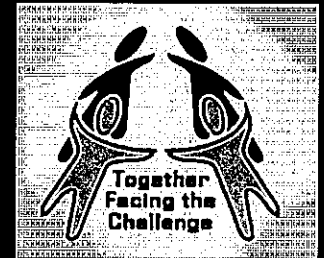
Even when you're proactive, there will still be power struggles...

- Exit and Wait (remember the teachable moments)
- Regain your composure
- Stay short and to the point
- Avoid arguing
- Separate misbehavior from personal attacks
- Recognize button pushing
 - Button pushing activity



Strategies for Avoiding Power Struggles

- First: Be proactive!
- Use strategies already discussed and those to come to lessen the frequency of struggles...
 - ABCs
 - Praise
 - Effective instructions
 - Parenting ConsistencyAnd those to come...
 - Behavior Contracts
 - Effective Consequences
 - Manage Parenting Stress



After the Power Struggle is Over...



- Restore good feelings
- Energize and Recharge
 - When recharging
do not think about
the problem
- When possible, plan
ahead and Pre-teach!

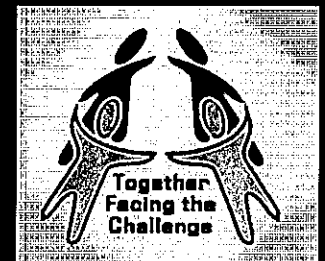


Pre-Teaching:

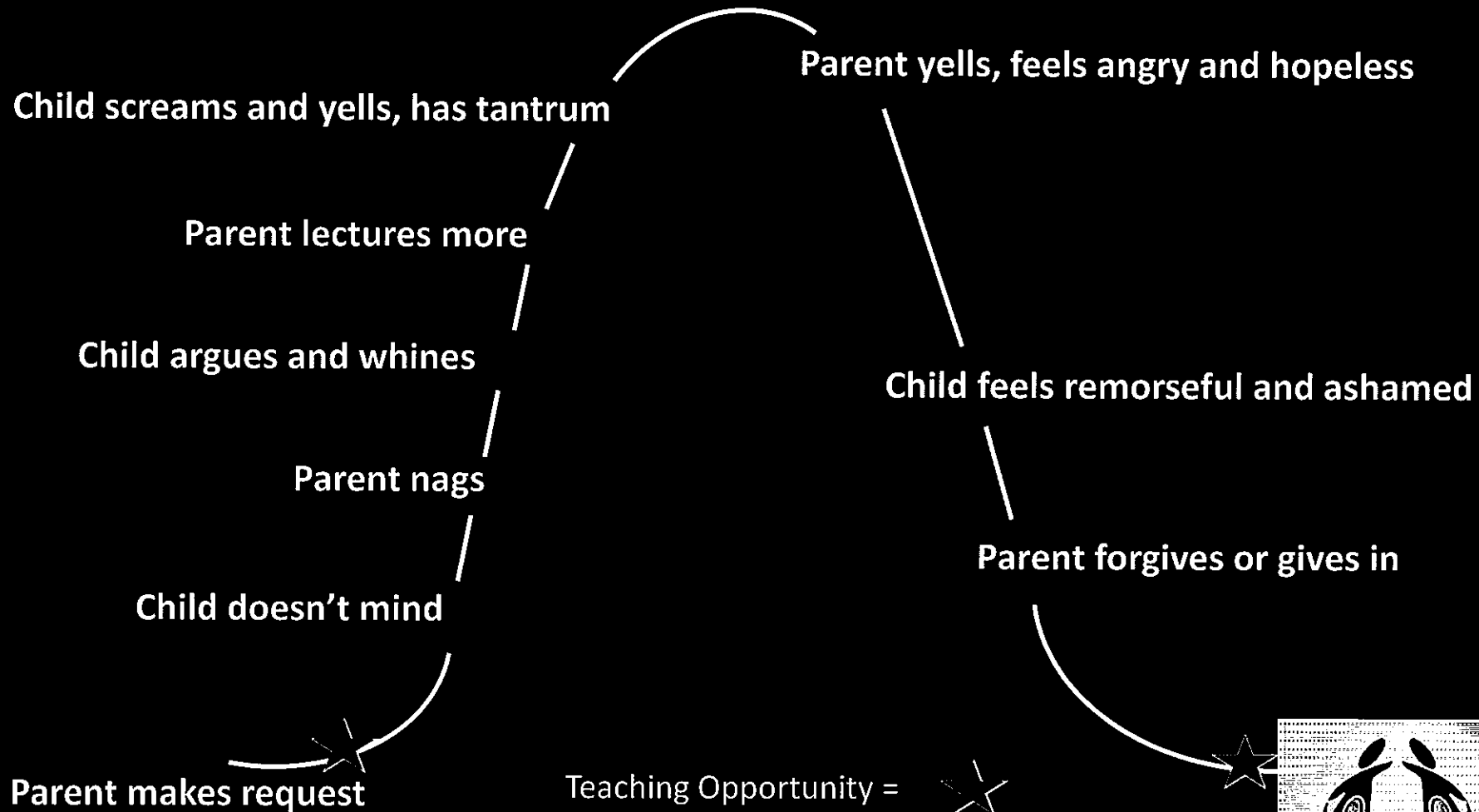
What is it and How Does it Work?

Kim asks her treatment mother if they can go to the mall. In past outings to the mall Kim frequently “bugs” her mom to buy her lots of stuff. When her treatment mom says “no,” Kim becomes very upset and uncooperative.

- Be proactive
- Set clear expectations
- Set clear consequences for non-compliance
- Follow through with what you say



Teachable Moments



“I Messages”

Can Break the Conflict Cycle

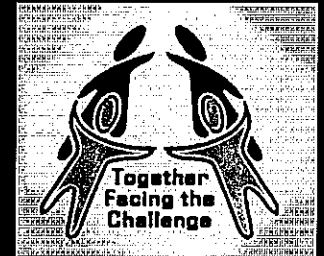
- Less likely to provoke further aggression.
- Less threatening to others.
- Model honest communication.
- Reduce defensiveness on the part of the child, and prepare them for feedback on their behavior.
- Offer an “out” for the child who wants the power struggle to end.
- Assists us in defining the problem in a way the child can understand.



Effective “I Messages”

“I Messages” have three basic parts:

- The problem behavior is defined clearly.
- Your feelings about the behavior are stated.
- The effects or consequences of the behavior are made known.



“You Messages” Escalate the Conflict Cycle

- Can't you do anything right?
- With your attitude...
- You need to apologize right now!
- Don't you dare use that language with me.
- You had better start acting your age.
- You don't have any respect for anyone.
- Would you just use your head for once!

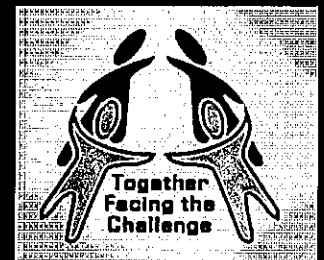


Ending the Cycle

You need to be quiet and pay attention to what I am saying or else we will be late.

I need you to remain quiet and listen to me so that we will get to school on time.

- Stop You messages
- Use I messages
- Decode feelings from behaviors
- Connect behavior, feelings, and stressful event



Using Behavioral Contracts to Promote Positive Behavior

- Use well thought out plans to increase or decrease children and adolescent's specific behaviors
- Write a plan for helping adults stay specific, be consistent, and implement rewards and/or consequences



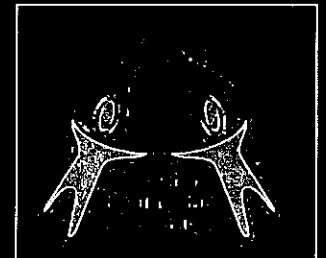
Behavior Contracts

- **Informal Contracts:** Often refers to a behavior expected to occur right then or in the near future
Ex. “When you finish your homework you can watch T.V.”
- **Formal Contracts:** Used for more problematic behaviors or for behaviors that occur, or need to occur, on a regular basis (chores or bedtime) **and** for times when a more involved plan is required to achieve the desired behavior



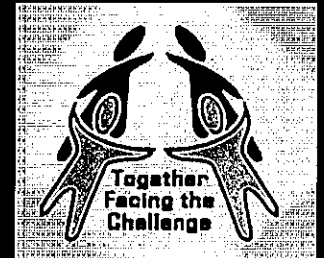
Designing a Behavior Contract

- Start with a behavior you want to encourage
- Start with one behavior at a time
- Choose a behavior that is not too difficult
- Break it down into small steps



What Goes on the Contract:

- ✓ The child's name
- ✓ The behavior or task to be accomplished
- ✓ The time and the number of times it needs to be done (and when, if applicable)
- ✓ The reward they are working toward
- ✓ A place for documenting their progress



Formal Behavior Contracts

- The first step in developing a formal contract is to **write it down**.
- A good contract rewards a child for doing what's asked of her and lets her know **exactly** what she needs to do to be successful.
- Therefore, responsibility is placed on the child while simultaneously giving them control over the outcome.



Putting the Contract into Action

- Talk with your child
- Encourage and incorporate input
- If you meet with resistance, don't get discouraged, stick with the plan
- Rewards need to be rewarding
- Adapt behavior contracts
- Flexible and creative thinking come in handy
- Be consistent and follow through



Implementing the Contract

- View segment of video or use vignettes to practice writing a behavior contract

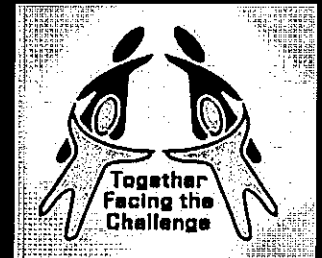
D:\VIDEO TS\VIDEO TS.VOB



Pitfalls of Behavioral Contracts

- The teen disease **literal-ease**
- Look for loopholes
- What to do when teens **play possum**

*Remember: It takes time to change behavior
and it usually gets worse before it gets better,
but stick with it!!



Session Four:

Implementing Effective Consequences



Consequences for Non-Compliance

- Once firm and clear limits have been established, following through with consequences for non-compliance is a key component to changing behavior.
- Following through with consequences for positive behavior is equally important.



Consequences for Non-Compliant Behavior

- What is a consequence?
- Ineffective versus effective consequences
- What are the types of consequences currently being implemented?
- Do these consequences decrease the frequency of the problem behaviors from taking place in the future?



The Four Key Components Of Setting Limits

1. Clear
2. Simple
3. Reasonable
4. Enforceable



Time-Out

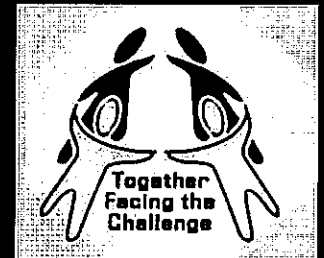
- “That’s enough, go to your room.”
- Time-out, like any other consequence, is only effective if administered correctly.
- Time-out from positive reinforcement.



Time-Out Continued

- Monitor the child or accompany him to time-out
- Length of stay in time-out varies based on age
- Remove any positive reinforcement
- Ignore child while they are in time-out
- At the end of the designated time-out, child is instructed to comply with original request!!!!
- No warning given for serious rule violations
- More effective with younger children (2-10)

D:\VIDEO_TS\VIDEO_TS.VOB



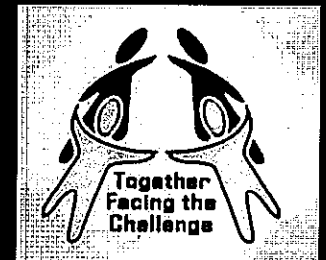
Basic Steps To Time-Out

- Step 1 – Instruction Given
- Step 2 – 10 Seconds of Silence
- Step 3 – Non-compliance.....Warning Given
- Step 4 – 10 Seconds of Silence
- Step 5 – Non-compliance.....Time-Out



Privilege Removal

- “If you do not complete your homework now, you will have no phone time this evening.”
- Logical or natural consequences
- Restitution
- Small frequent consequences versus large and infrequent consequences



When Implementing a Natural or Logical Consequence

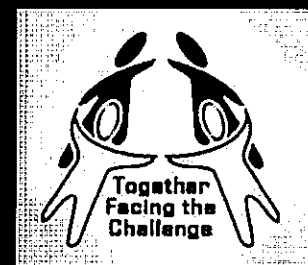
- Stay calm
- Be clear and direct
- Don't back down once you have made your decision
- Follow through with what you say
- Don't lecture
- When it's over, it's over



When It Still Isn't Working

Review the following questions with your agency supervisor:

- ✓ Are the privileges being removed promptly?
- ✓ Are the privileges of value to the child?
- ✓ Are the child's protests being ignored?
- ✓ Are consequences for rule violation being given consistently?
- ✓ Are the consequences given being followed through with?



Work Chores

In contrast to removal of privileges assigning a work chore means that the child has to do something as a consequence of his/her misbehavior.

D:\VIDEO TS\VIDEO TS.VOB



Implementing Work Chores

- Step 1 – Instruction Given
- Step 2 – 10 Seconds of Silence
- Step 3 – Non-compliance....Warning Given
- Step 4 – 10 Seconds of Silence
- Step 5 – Non-compliance....Work Chore



Work Chores Continued

- If child refuses to comply with the work chore, a second work chore can be given. If a second work chore is given it's important that it be completed in addition to the first one.
- If they still refuse to follow your instructions, **it may be time to seek advice from your agency supervisor to come up with an action plan for dealing with the problem behavior.**



When Administering Consequences Consider:

- Small frequent consequences are more effective
- Consequences need to be administered correctly
- Shaping behavior – rewarding partial success
- Pre-teach
- Be creative – extended bedtime, meal choices
- Involve your child in determining rewards
- Don't say it unless you mean it
- Follow through with what you say
- When it's over, it's over
- ***Seek advice from your agency supervisor as needed***



Fair and Consistent Limits and Consequences

Appendix B

- Many studies show that teaching parents to provide good supervision and consistent discipline can alter the child's aggressive and antisocial patterns.
- The combination of effective discipline methods within the context of a supportive environment, provide corrective experiences that teach children with behavioral difficulties, cooperation and compliance skills.



Session Five:

Preparing Kids for the Future



“What’s Growing Up Got To Do With It?”

What is TIP (Transition to Independence Process)?:

It is a system for preparing and facilitating the transition of youth and young adults across the following domains:

- ✓ Employment
- ✓ Educational Opportunities
- ✓ Living Situation
- ✓ Community Life Adjustment

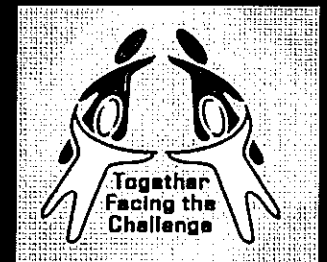


Promoting Success in School and Beyond Appendix B

Academic support in the home:

“What can I do to help my child succeed in school?”

- Talking with your child about school
- Reading with or to your child
- Regular time and place for doing homework
- Provide needed supplies
- Remove distractions
- Monitor progress
- Offer support and guidance
- Show an interest



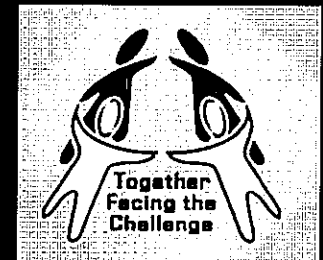
Life Skills Training

- Ordinary daily life events transformed into learning opportunities
- Exposure and practice
- Evaluate the process
- Begin and end feedback on a positive note!!!



Identifying Goals

- “I want to be a teacher when I grow up.”
- Process of setting and achieving goals
- Short versus long range goals
- Identify strategies for overcoming barriers to goal attainment
- Generate alternative or back-up goals
- Use goals to help see the big picture



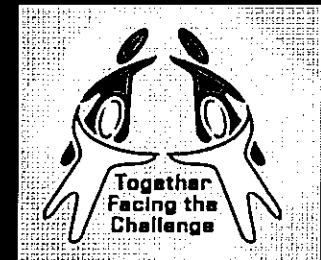
Developing a Personal Timeline with Your Child

- Help kids think about how their interests, talents, and strengths can be transformed into goals
- Encourage them to set goals that will improve the quality of their life
- Assist them in formulating strategies for goal attainment
- Encourage them to be creative
- Help teach them to delay gratification
- Assist them in the process of self-evaluation



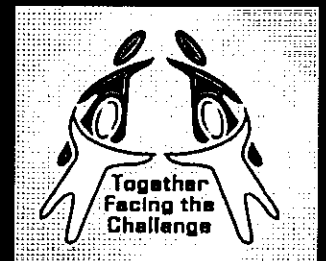
“Circle of Support”

- Help identify and coordinate resources to assist youth in achieving their goals
- Develop an action plan with the following questions in mind:
 - ✓ Are goals developmentally appropriate?
 - ✓ Are the goals strength based?
 - ✓ Are the resources accessible?



Developing a Personal Timeline

- Activity



How are
you
feeling
today?



EXHAUSTED



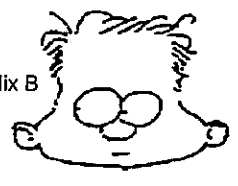
CONFUSED



ECSTATIC



GUILTY



SUSPICIOUS



ANGRY



HYSTERICAL



FRUSTRATED



SAD



CONFIDENT



EMBARRASSED



HAPPY



MISCHIEVOUS



DISGUSTED



FRIGHTENED



ENRAGED



ASHAMED



CAUTIOUS



SMUG



DEPRESSED



OVERWHELMED



HOPEFUL



LONELY



LOVESTRUCK



JEALOUS



BORED



SURPRISED



ANXIOUS



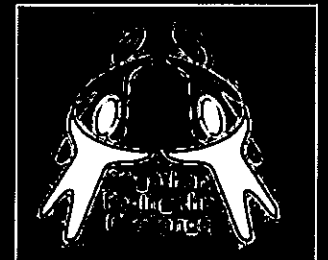
SHOCKED



SHY

Recognizing the Role of Emotions

- Why emotions?
- Recognizing, talking about, and dealing with feelings
- Cues, signals, and triggers



Problem Solving and Decision Making

“Steve wants to be a NBA basketball player when he grows up but he really doesn’t like school very much. He is a junior in high school and is failing 2 of his classes. Although he made the school basketball team he will be unable to play this year due to his poor grades. He is feeling very frustrated and is thinking about dropping out of school.”



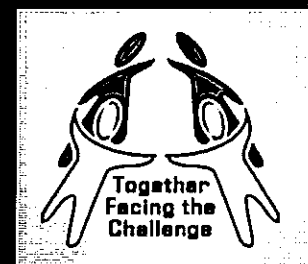
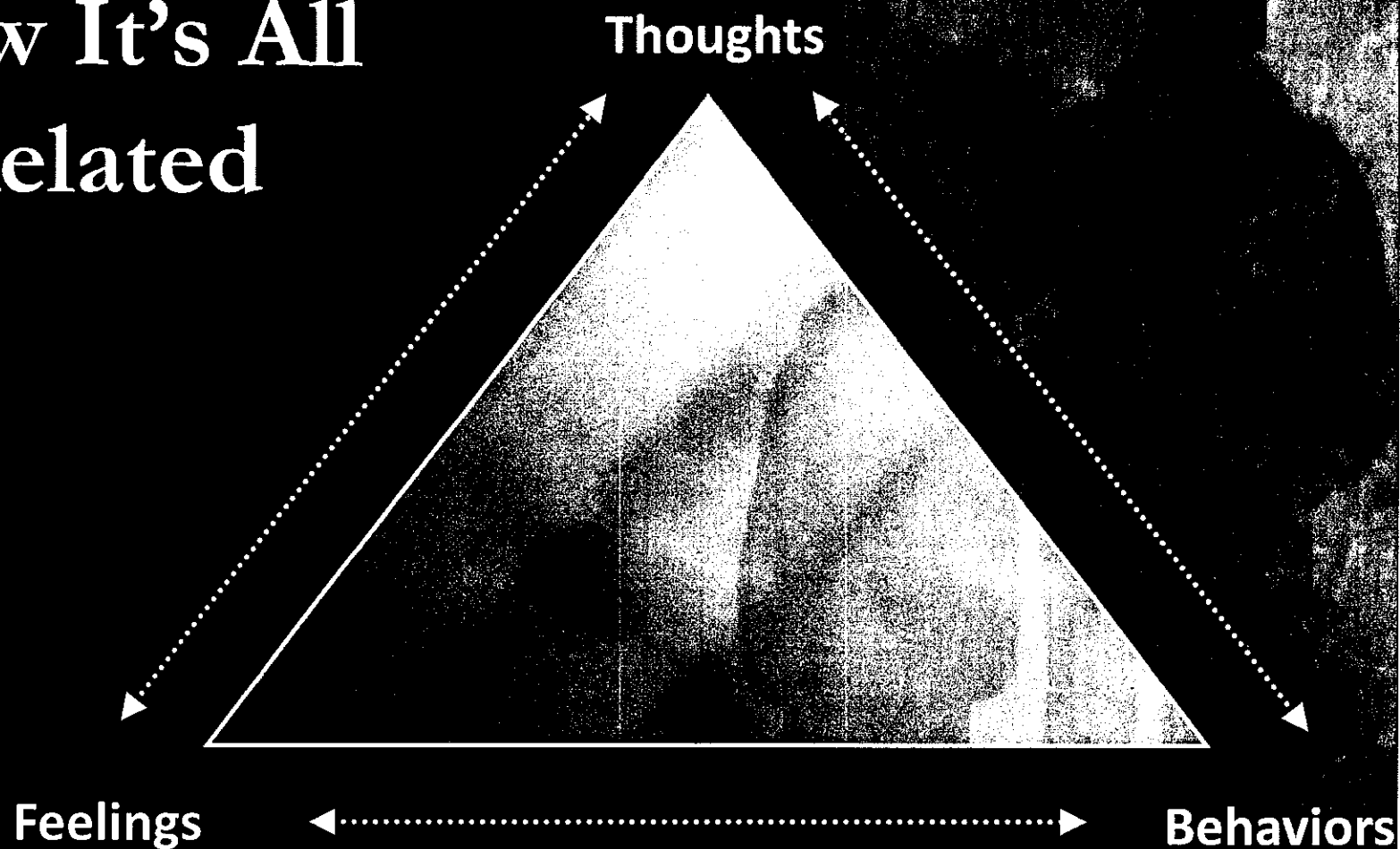
Problem Solving Framework

- What is the problem?
- What can I do about the problem?
- What will be the outcome depending on the choice I make?
- What is the best choice to make in this situation?



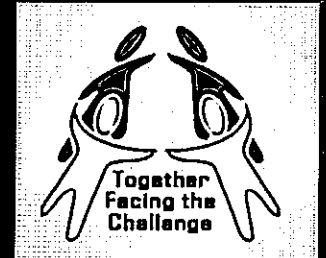
How It's All Related

Appendix B



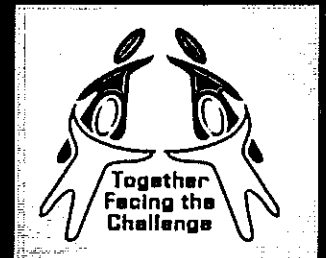
Putting the Triangle into Action

- How thoughts and feelings impact behavior (examples)
- How our *own* feelings and thoughts can affect our behavior
- Teaching kids to *ask* about others' feelings and thoughts



What can Treatment Parents do to Monitor and Support their Child along the Way?

- Keep track of their progress over time
- Use specific monitoring strategies that can be carried out on a regular basis
- Teach your child the importance of self-evaluation
- Help to develop and refine their problem solving skills
- Teach them how to take responsibility for decisions they make
- Create an atmosphere of hopefulness

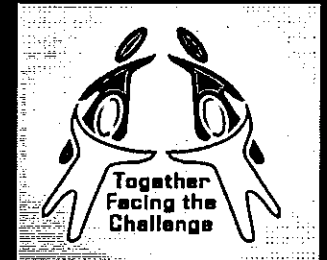


Session Six:

**Family Communication and
Problem Solving**

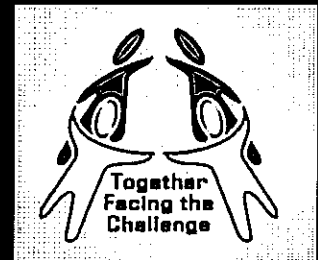
&

Taking Care of Yourself



Developing or Modifying a Structure for Family Communication

- What's the relationship got to do with it?
- How often do you sit down together to discuss family issues?
- How do rules get modified or changed?
- Does your current structure work and is it effective?



Having Fun Together



- What does your family do for fun?
- How often do these activities take place?
- What are some of the barriers that make it difficult to incorporate fun activities into your family's schedule?



What's Stress Got to Do with It?

- Stress in daily life
- Positive and negative stressors
- Varying levels or degrees of stress
- Stress in parenting
- Additional challenges faced in being a Treatment Foster Care Parent

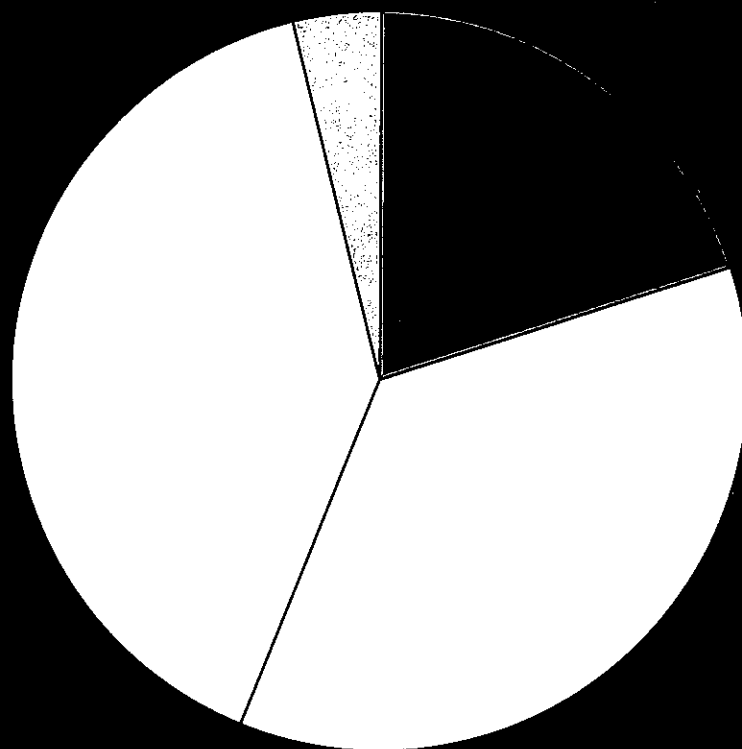


Managing Stress Continued

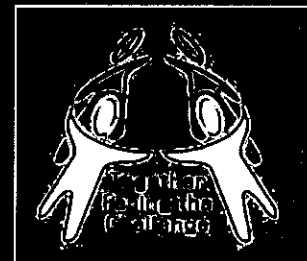
- Do you feel as though you are getting enough time?
- What are the barriers that are preventing you from getting what you need?
- How can you expand your “piece of the pie?”



Pie of Life (Activity)

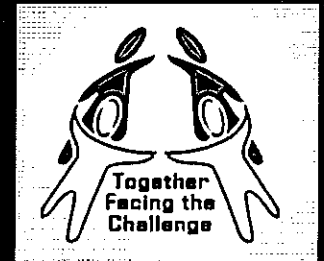


- ☐ Cleaning
- ☐ Cooking
- ☐ Parenting
- ☐ Recreation



Managing Daily Hassles

- Taking care of self on a regular basis
- Warning signals
- Verbal and non-verbal cues
- Thinking, feeling, and reacting
- Active relaxation activity



Overview of TFC Toolkit

- Introduction
- Background and Research
- Video Tape on TFC in North Carolina
- Up for the Challenge Questionnaire
- Measure to assess Organizational Readiness
- Training Manuals
- Materials to assist with Implementation
- PowerPoint Presentation
- Additional Resource Information
- Off Road Parenting Book with DVD
- Toolkit on CD



Review

- Session One
 - Building Relationships & Tracking Behavior
- Session Two
 - Setting Expectations
- Session Three
 - Use of Effective Parenting Tools to Enhance Cooperation
- Session Four
 - Implementing Effective Consequences
- Session Five
 - Preparing Kids for the Future
- Session Six
 - Family Communication and Problem Solving & Taking Care of Yourself



Tips for Training Adults

- Characteristics of Highly Motivated Instructors
- Create a Positive Training Environment
- Recognize Common Barriers
- Basic Learning Styles
- Presentation Blunders
- Key Questions



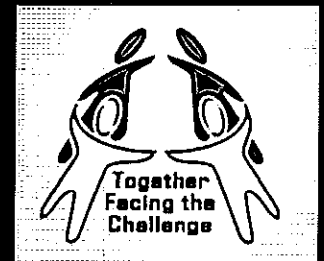
Adult Learning

- 'Train and hope' doesn't work
- We all learn differently....
- Hearing
- Seeing (video, modeling)
- Doing (role play, practice with family)
- Importance of Coaching/Supervision/Feedback



Additional Materials to Assist with Implementation

- Supervisor Guide and Worksheet
- Bi-Weekly Behavior Update
- Weekly Parent Report
- Session Cheat Sheets
- Fidelity Measure



Practice and Critique



Supervisor Training Manual

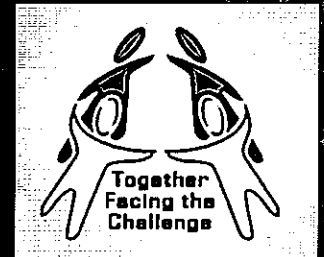
4-Session Curriculum

Session 1: Relationships are Key

Session 2: Essential Clinical Skills

Session 3: Building a Community

Session 4: Education, Supervision, and
On-Going Training



Relationships Are Key!

- How to go about the process of building the relationship
- Working effectively with a culturally diverse population
- Obstacles, Challenges, Strategies, and Solutions



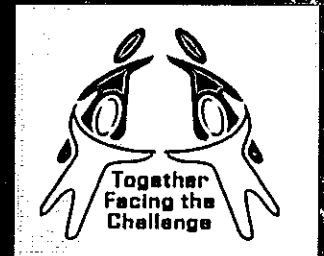
Essential Clinical Skills

- Effective team member
- Supervisor, teacher, coach, and consultant
- Structure and leadership to enhance opportunities for working effectively with youth and families
- Pro-active management, effective crisis response, and safety planning



Building a Community

- Case managers serve as both an advocate and a link in providing guidance and support to youth and families.
- Some of the services available within the broader community may include:
 - School
 - Court
 - Vocational Training
 - Tutoring and Mentoring Programs
 - Mental Health Treatment



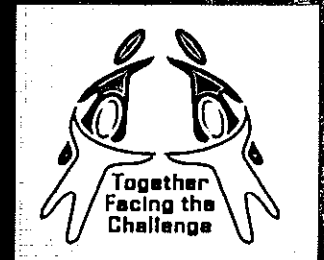
On-Going Training and Supervision

- Behavior Management Strategies and Techniques
- Passion versus Burnout
- Taking Care of Self
- Managing Time Wisely
- Giving and Receiving Constructive Feedback



Are You Ready for the Challenge?

- How open to change are you? your agency?
- What are the barriers you see to implementing change in your work place?
- What steps can you take to overcome potential barriers?
- What strategies will assist you in adhering to the changes over time?



Small Test of Change

